

**THE IMPLEMENTATION OF *KTSP* IN TEACHING ENGLISH
AT THE SECOND YEAR OF SMP N 1 WEDARIJAKSA PATI
IN THE ACADEMIC YEAR 2008/2009
(A Descriptive Study)**



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A THESIS

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Degree of Education in English**

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ABSTRACT

Deny Setyaningrum. K2205006. **THE IMPLEMENTATION OF KTSP IN TEACHING ENGLISH AT THE SECOND YEAR OF SMP N 1 WEDARIJAKSA PATI IN THE ACADEMIC YEAR 2008/2009 (A Descriptive Study)**. Thesis. Surakarta: English Department of Teacher Training and Education Faculty. Sebelas Maret University. 2009.

The objective of this study is to describe the implementation of KTSP in teaching English at the second year of SMP N 1 Wedarijaksa Pati which is viewed from the teaching learning activity in English classes, the evaluation system used in the school, and the teaching materials. Furthermore, it is also aimed to know the strengths and the weaknesses in the implementation of KTSP in teaching English at the second year of SMP N 1 Wedarijaksa Pati.

This research was carried out at SMP N 1 Wedarijaksa Pati in May 2009. In this research, the writer used a descriptive qualitative method to describe the implementation of KTSP in teaching English. The techniques of collecting the data in this research were participant observation, interview, and document analysis. In analyzing the data, the writer used interactive analysis method namely data reduction, data display, and conclusion drawing.

The result of the research shows that, firstly, the implementation of KTSP in teaching English of SMP N 1 Wedarijaksa Pati in the academic year 2008/ 2009 was well conducted. It was viewed from many aspects namely teachers' roles, students' roles, the interaction happened in the English class. The teachers had a good perception toward the implementation of KTSP at the school. They played their roles as the facilitator, the motivator and the guide in teaching learning process depended on what kind of methods teachers applied in teaching. While the students were encouraged for being active during instructions given. The materials given to the students in teaching learning process were "Let's Talk" published by *Pakar Raya* and Lembar Kerja Siswa (LKS) published by MGMP Pati. To measure the student's achievement in teaching learning process, the evaluation was in the form of student's portfolios, weekly test, midterm test, and final test. Those all written tests were included the cognitive aspects. In psychomotor aspects, the teachers took the assessments when the students performed their work, read the text aloud, and worked in pairs. While in the affective aspects, the teachers took the assessment from the students' attitude, attention and responsibility toward the lesson, and the students' presence in the class. Secondly, the implementation of KTSP also had the strengths and the weaknesses. The strengths were (1) the students became more active and critical, (2) they had a chance to make up the score through a remedial test, (3) the use of language

laboratory in supporting teaching English was enough optimal, (4) the teacher had a good preparation before teaching the students. Beside the strengths, there were

MOTTO

“...hanya orang-orang yang bersabarlah yang disempurnakan pahalanya tanpa batas...” (Az-Zumar (39) : 10)

Dedication

In the name of Allah, the gracious and merciful, this thesis is whole-heartedly dedicated to:

- *The memory of my father, who loved me by giving me patient guidance and inspiring my life*
- *My beloved mother and my grandmother for all unconditional love and support to me*
- *My sweet brother, Mas Deddy and my two sisters, Mbak Dewi and mbak Ifana*
- *All my friends in the English Department '05 and all my lecturers*
- *All my sisters in Wisma Palupi*

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TABLE OF CONTENT

TITLE PAGE	i
APPROVAL	ii
ABSTRACT	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	ix
LIST OF APENDICES	xii
CHAPTER I INTRODUCTION	
A. Background of study	1
B. Problems Statement	6
C. The Objectives of The Study	7
D. The Benefit of The study	7
CHAPTER II THEORETICAL REVIEW	
A. Curriculum.....	9
1. The Definition of Curriculum.....	9
2. Approaches in Curriculum Development	12
B. Competency Based Curriculum.....	15
1. The definition of Competency.....	15
2. The definition of CBC.....	16
3. The characteristics of CBC.....	17
4. Principles in the Development of CBC.....	18

C. Decentralization in Educational System.....	19
D. Kurikulum Tingkat Satuan Pendidikan.....	20
1. Definition of KTSP.....	20
2. Characteristics of KTSP.....	21
3. Principles in the Development of KTSP.....	23
4. The Competency Standard of English Subject Matter...	31
E. Teaching Learning Process.....	32
1. Theory of Teaching.....	32
2. Theory of Learning.....	34
3. Teacher's Role.....	38
4. Student's Role.....	40
5. Teaching Materials.....	41
1) The Definition of Teaching Materials.....	41
2) The Kinds of Teaching Materials.....	42
3) The Role of Teaching Materials.....	43
6. the Evaluation System Used in the School.....	44
1) The Definition of Evaluation.....	44
2) Aspects of Evaluation.....	45
3) Types of Evaluation.....	46

CHAPTER III RESERACH METHODOLOGY

A. The Place and time of the Research.....	48
B. The Method of the Research.....	49
C. The Sources of data.....	50
D. The Technique of Collecting Data.....	52
E. The Validity and the Reliability in the Research.....	54
F. The Technique of Analyzing the Data.....	55

G. Research Procedures.....	56
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	
A. Research Findings.....	57
1. The Implementation of KTSP in Teaching English	58
a. Teaching Learning Process.....	58
b. Teaching Materials.....	60
c. The Evaluation System of the School Used.....	66
2. The Strengths and the Weaknesses of the Implementation of KTSP in SMP N 1 Wedarijaksa Pati.....	68
a. The strengths.....	69
b. The Weaknesses.....	72
B. Discussion.....	77
CHAPTER V CONCLUTION AND RECOMENDATION	
A. Conclusion.....	84
B. Suggestions.....	87
BIBLIOGRAPHY.....	89
APENDICS.....	
A. Appendix I.....	92
B. Appendix II	157

List of Appendices

A. Appendix I.....	93
1. The Teacher's instrument interview.....	94
2. The Field Note of teachers interview.....	96
3. Students instrument interview.....	118
4. The Field Note of students interview.....	119
5. The instruments of observation.....	127
6. The Field Note of observation.....	129
 B. Appendix II.....	 158
1. The Syllabuses of English Subject matter.....	
2. The lesson plan of English Subject Matter.....	
3. The education calendar.....	
4. Field Note of Document Analysis: the syllabuses of English Subject matter.....	 223
5. Field Note of Document Analysis: The lesson plan of English Subject Matter.....	 225
6. Field Note of Document Analysis: education calendar.....	227
7. Letter of Permissions.....	229

ABSTRACT

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The result of the research shows that, firstly, the implementation of KTSP in teaching English of SMP N 1 Wedarijaksa Pati in the academic year 2008/2009 was well conducted. It was viewed from many aspects namely the teaching learning activities in English classes, the teaching material and the system evaluation used in the school. The teachers had a good perception toward the implementation of KTSP at the school. They played their roles as the facilitator, the motivator and the guide in teaching learning process depended on what kind of methods teachers applied in teaching. While the student's roles as the cooperative learner and independent learner in teaching learning process. Dealing with the teaching material used in teaching English, the teachers used "Let's Talk" published by *Pakar Raya* and Lembar Kerja Siswa (LKS) published by MGMP Pati. To measure the student's achievement in teaching learning process, the evaluation used covered three aspects namely cognitive, affective and psychomotor. The cognitive aspects included all written test such as in the form of student's portfolios, weekly test, midterm test, and final test. In psychomotor aspects, the teachers took the assessments when the students performed their work, read the text aloud, and worked in pairs. While in affective aspects, the teachers took the assessment from the students' attitude, attention and responsibility toward the lesson, and the students' presence in the class. Secondly, the implementation of KTSP also had the strengths and the weaknesses. The strengths were (1) the students became active and critical, (2) they had a chance to make up the score through a remedial test, (3) the use of language laboratory in supporting teaching English was optimal, (4) the teacher had a good preparation

before teaching the students. Beside the strengths, there were also some weaknesses of the implementation of KTSP in Teaching English in SMP 1 Wedarijaksa Pati , they were (1) the limited time allotment in delivering the materials still became the major problem for the teacher in implementing the KTSP, (2) some teachers who did not follow the KTSP workshop had the lack of understanding to the curriculum being used, (3) the existence of KTSP did not fit to the final examination, (4) the student's communicative skill in English lesson was low because the teacher taught grammar oriented.

The writer comes to some suggestions to the school, the teachers and the students. The effort done by the school is to improve the teacher's understanding dealing with the recent curriculum used in the school. To the teachers, they should enrich themselves to many sources of learning and improve their creativity in delivering materials using various methods and techniques. To the students, they should be more active in teaching-learning activities in order to develop their skills and to consider that English is important therefore they not to be afraid in learning English

CHAPTER I

INTRODUCTION

A. Background of the Study

Considering that education consists of many components, it behaves as a complex system with multiple frames or elements acting together as a system as a produce non-linier interactions. Furthermore, these interactions are complex, meaning that the system can respond to inertia to resist change and stay the same or dynamically self-adjusted to a new order or balance, for example when the curriculum changes, it will affect the other factors. It may alter the relationship among some components of the system and load to significant change. Accordingly, the focus is on the relationship that results from the dynamic interactions among multiple elements in a complex system (Hoban: 2002).

Regarding that the correlation between education and curriculum is closely related, it seems that there is coordination between the education goals and the curriculum content. It means that curriculum compounds of many components such as the goal, the indicator, method and evaluation (Burhan Nurgiantoro: 1999). Considering that, the nature of curriculum consists of values and aspirations of educations, both of them become the content and tools in achieving certain education goals. Therefore, applying the education process may refer to the process of realizing and implementing those values and ideas into concrete activity, in this case, the evaluation of how such kind of curriculum is implemented by some educational personnel's including the teachers, the

stakeholder and other personnel of the school in doing learning process in classroom.

Moreover, since the reformation changes many aspects of human life including education system, it also affects the changes of curriculum used in the school system. The central government as the highest control holder gives the education unit an authority to manage the school including the curriculum used. In this case, the school may have the authority to derive the competency standard licensed by the central government. Thus, the teachers may adopt some derivational materials based on the specification, condition and potency of the regency need called as the School Based Curriculum Development, which is also popular as KTSP (Kurikulum Tingkat Satuan Pendidikan).

Based on the Education Regulation number 20 year 2003 about national Education system 36 (1) and (2) become the curriculum references consisting of the plan and stages that are aimed to establish national education goals. KTSP is defined as an operational curriculum that is arranged and done by the school and adapted to the characteristics, conditions and potency of regency including the religion and pupils needs which stated as follows:

- (1) Pengembangan kurikulum dilakukan dengan mengacu pada standar nasional pendidikan untuk mewujudkan tujuan pendidikan nasional*
- (2) Kurikulum pada semua jenjang pendidikan dan jenis pendidikan dikembangkan dengan prinsip diversifikasi sesuai dengan satuan pendidikan, potensi daerah dan peserta didik*

Moreover, based on the regulation number 19 year 2005 about Education National Standard section four pasal 17, which regulate about *Kurikulum Tingkat Satuan Pendidikan* as stated as follows:

- 1) *Kurikulum tingkat satuan pendidikan SD/MI/SDLB, SMP/MTs/SMPLB, SMA/MA/SMALB, SMK/MAK atau bentuk lain yang sederajat dikembangkan sesuai dengan satuan pendidikan, potensi daerah/ karakteristik daerah, sosial budaya masyarakat setempat dan peserta didik.*
- 2) *Sekolah dan komite sekolah atau madrasah, mengembangkan kurikulum tingkat satuan pendidikan dan silabusnya berdasarkan kerangka dasar kurikulum dan standar kompetensi lulusan di bawah supervisi dinas kabupaten /kota yang bertanggung jawab di bidang pendidikan untuk SD, SMP, SMA dan SMK dan departemen yang menangani urusan pemerintahan di bidang agama untuk MI, MTs, MA dan MAK*
- 3) *Kurikulum tingkat satuan pendidikan dan silabusnya untuk program paket A, B, dan C ditetapkan oleh dinas kabupaten/ kota yang bertanggung jawab di bidang pendidikan berdasarkan kerangka dasar kurikulum sesuai dengan peraturan pemerintah ini dan standar kompetensi lulusan*

In line with that definition, the depth of KTSP content spells out into some standards, which regulate about the implementation of content standard, graduates competency standard and the derivational implementation of those references in conducting the teaching learning process. It stated based on the Decree of Education Minister number 24 year 2006 (2) and (3), that are:

- (2) *Satuan pendidikan dasar dan menengah dapat mengembangkan kurikulum dengan standar yang lebih tinggi dari Standar Isi untuk satuan pendidikan Dasar dan menengah dan Standar Kompetensi Lulusan sebagaimana diatur dalam peraturan Menteri Pendidikan Nasional Nomor 23 tahun 2006 tentang standar kompetensi lulusan untuk Satuan Pendidikan Dasar dan Menengah*
- (3) *Pengembangan dan penetapan kurikulum tingkat satuan pendidikan dasar dan menengah memperhatikan panduan*

penyusunan kurikulum tingkat satuan pendidikan dasar dan menengah yang disusun Badan Standar Nasional Pendidikan (BSNP)

The content standard as the Based on regulation number 19 year 2005 pasal 5, which regulate about the content standard covering the scopes of material of the subject matter and the minimum grades competency that should be possessed by the students that are:

- (1) Standar isi mencakup lingkup materi dan tingkat kompetensi untuk mencapai kompetensi lulusan pada jenjang dan jenis pendidikan tertentu.*
- (2) Standar isi sebagaimana dimaksud pada ayat (1) memuat kerangka dasar dan struktur kurikulum, beban belajar, kurikulum tingkat satuan pendidikan, dan kalender pendidikan/akademik.*

In addition, the implementation of KTSP is escorted with the earlier curriculum in 2004 that is popularly called Competency Based Curriculum (CBC). Both of KTSP and CBC emphasizes on some competences which should be possessed by the student based on licensed by the central government. In other side, KTSP, which had released in 2006, is the derivational curriculum development of CBC. In implementing KTSP, the teachers could be unhampered to improve, to be more creative and practical in learning process which is suited with the characteristics of school, the region and the pupils.

Furthermore, although good planning about curriculum is important--that is KTSP, the evaluation of the curriculum implemented is also necessary. The success of education policy is based on the measurement of how well the curriculum implemented. The planning policy is functional; therefore, the

realization of the planning policy has to deal with the application of this. Both of them are important to measure whether the implementation of the curriculum is well conducted or not since the implementation of KTSP does not only to replace the curriculum used but also another influential factor affecting the teaching learning process. It means that the implementation of KTSP changes not only the, teacher's methods and strategies in learning process but also the teacher's paradigm philosophy underlying the concept, the teacher's perception, the students, the school and other personnel's related to education system etc.

Moreover, in teaching English as a foreign language, a good mastery in English is needed by the students to face the global era. A good mastery can be gotten from education. In formal education, English is taught from elementary school up to the higher education. In line with the Indonesian government plan of the nine-year primary education, English at nine-year primary education school has been possible to be implemented based on the KTSP in teaching English to elementary school up to junior high school students whether the implementation of this in all levels runs well or not.

In addition, Teaching English as a foreign language is considered as an integrated of four skills namely listening, speaking, reading and writing. Blending of those skills are supposed to make the students communicative. Dealing with this, the communicative approach in teaching English for Junior High School should be meant that the students should achieve the functional aspects. The students are expected to achieve certain competencies in order to communicate in oral and written form in daily life context.

Based on the description above, the researcher is interested to study about the implementation of KTSP in teaching English of the second grade students of Junior High School. The writer tries to describe how well is the implementation of KTSP in the school. The finally yet importantly, the writer also tries to find out the strengths and the weaknesses of the implementation of KTSP of the school.

B. Problem Statements

In this study, it is better to identify the problems covering the research. To make the study clearer the writer identifies the problems as follows:

1. How well is the implementation of KTSP in Teaching English at the second year of SMP N 1 Wedarijkasa Pati in the academic year 2008/ 2009 which is viewed from (a) the teaching learning activity, (b) the teaching materials, and (c) the evaluation system used in the school?
2. What are the strengths and the weaknesses of the implementation KTSP in teaching English at the second year of SMP N 1 Wedarijaksa Pati in the academic year 2008/ 2009?

C. The Objective of the Study

This study aims at finding the answer to the questions stated in the problem statements. Thus, the objectives of the study are:

1. To describe the implementation of KTSP in teaching English at the second year of SMP N 1 Wedarijaksa Pati which is viewed from: (1) the teaching learning activity, (2) the teaching materials and, (3) the evaluation system used in the school?
2. To find out the strengths and the weaknesses of the implementation of KTSP at the second year of SMP N 1 Wedarijaksa Pati.

D. The Benefit of the Study

1. For the writer

Having finished the research, the writer expects to get additional information about teaching learning process, especially in teaching English. It is hoped that the writer has better understanding about teaching learning activity, thus, the writer can prepare to be more creative in teaching.

2. For the English Teachers

The result of the study can be used as additional information dealing with the strengths and the weaknesses of KTSP conducted in teaching English. Furthermore, by knowing the result of the study, the teachers may maximize the strengths for teaching improvement and minimize the weaknesses for better teaching.

3. For the stakeholder of the school

For stakeholder, the result of the study becomes a reference about how well KTSP is implemented in the school. Moreover, it can become a useful input to construct a further policy dealing with the teaching English at the school. The policy may cover various aspects such as setting the objectives, the syllabuses, developing learning, teaching methodology and developing the procedure of evaluation.

4. For the students

It is hoped that the students become more active in improving their skill while joining English class. It is related to the assumption that curriculum is a sequence of learning experience for the students so that they can concern more on the English competencies.

CHAPTER II

THEORETICAL REVIEW

In chapter two, the writer discusses about some theories, which underlies the study. The theories that are discussed in this chapter are the theory of curriculum, the theory of Competency Based Curriculum (CBC), the theory of Kurikulum Tingkat Satuan Pendidikan (KTSP), the theory of teaching learning activity.

A. Curriculum

1. The Definition of Curriculum

There are many point of views related to the definition of curriculum. A definition from the Education Regulation number 20 year 2003 about National Educational System becomes the underlying concept of curriculum. It stated that curriculum is a set of plan and regulation dealing with the goals, content, materials and ways used as direction of teaching activities process to reach the education goals including national education goals.

Furthermore, Lawrence Stenhouse (1985), he defined that curriculum is a systematic collection of accumulated knowledge and experience from multitude of sources that guides classroom practice. Moreover, he argued that a curriculum should consist of three major parts related to some components namely planning, empirical study and justification. In line with that definition, the process model

developed has three major things related to the curriculum development in general. It is generated from the classroom situation during teaching and learning process. In the first place, it matches with the central place in the curriculum process to an analysis about what is actually happened in classroom during teaching and learning process, secondly, teacher acknowledge to their position as a central role in curriculum development process. Finally, curriculum becomes the major way to reflect the teacher's current performance in teaching class through critical analysis and reflection.

In line with the opinion above, according to Nunan in Richard (1987), a curriculum definition can be seen from some views namely, as a product, as a planning, and as a process. The first side views curriculum as product or set items to be taught. At the second views, curriculum is seen as the sequence of planning materials for teaching students. The last side views that curriculum as a process for deriving materials. Furthermore, Douglass in Oemar Hamalik (2001: p. 17) stated that:

“Curriculum is broad and varied as the child's school environment. Broadly conceived, curriculum embraces not only on the subject matter but also various aspects of the physical and social environment consisting of school facilities, subject matter, other children and teacher from interaction or the child with these elements learning results”.

In addition, as quoted in Oliva (1992), Hollis L. Caswell and Doak S. Campbell viewed curriculum as all the experiences children possess under the teacher's guidance. In line with that opinion, J. Galen Saylor, William M,

Alexander and Arthur Lewis defined that curriculum is a plan for providing sets of learning opportunities for students to be educated.

J.Galen Saylor, William M, Alexander and Arthur Lewis definition parallels with the one given by Hilda Taba, which defined curriculum as a plan for learning. Moreover, he also stated about curriculum elements:

“All curricula, no matter what their particular design, are composed of certain elements. A curriculum usually contains a statement of aims and of specific objectives: it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally it includes a program of evaluation of the outcomes”.

Moreover, Oliva.F.Peter in his book entitled *Developing the Curriculum* (1992), he explained about some views in defining the curriculum. In his book, he stated that the definitions made undergoes from some theories elaborated more than others do. By blending of both curriculum and instruction, he taken up into the definitions of curriculum from three main points namely purpose, context and the strategies. One concept taken based on the blending of those three points that curriculum is a plan or program for all the experiences that the learner encounters under the direction of the school. Practically, the curriculum consists of the number of teaching plan in written form of varying scope that delineates the desired learning experiences. Therefore, the curriculum may be unit of teaching, a sequence of courses. The school entire program of studies and may take place outside of class or school when directed by the personnel of the school.

After noticing the theories above, it can be concluded that curriculum is a set plan of teaching learning process, which is consisted of teaching materials, lesson plan, learning experiences, the aimed and also the specific objectives that are planned and applied in order to achieve the certain educational goal.

2. **Approach in Curriculum Development**

Approaches in curriculum development mean many things. One of them is curriculum construction or the curriculum improvement. It is related to the arrangement of all curriculum dimensions, the structure of subject matter, scopes, sequences, and macro curriculum. According to Syaodih in Mulyasa (2000), there are some approaches in developing curriculum namely curriculum development approach based on the organizational system and curriculum development approach based on target focus which is also consisted of the curriculum development approach based on the competency approach.

a. Curriculum Development Approach Based on the Organizational System

Based on the organizational system, this approach concern more on the legitimacy of central rule. There is one kind of regulation rules in the nations. Based on this approach, it can be seen as the centralistic regulation up to the democratic regulation in decentralist regulation. In centralization curriculum, it is just one curriculum in a kind of educational level in Indonesia. It is national curriculum, various, developed by the central government, the teachers just derivate annually planning and the unit of teaching etc.

In contrast, the decentralization curriculum is the changing of the authority from the central government and providing more autonomy that is coupled with accountability to institutions. In the broader context, national level reflections were engaged for developing a new vision of education, as part of the reformations in Indonesia, which emphasizes on the implementation of the principles of democracy, autonomy, decentralization, and public accountability.

b. Curriculum Development Approach Based on Target Focus.

In this approach, curriculum development is concerned on some aspects that are:

- 1) Knowledge mastery approach; it is a model of curriculum development which focuses on the content or materials in the form of knowledge, comprehension, application and analysis, synthesis of evaluation that are taken from science fields.
- 2) Standard skill approach; it focuses on the mastering of student's potential skill in harmony with their developments stages.
- 3) Personal building approach; it focuses on the development or the establishment of personal aspects totally, knowledge, skill, value or attitude.
- 4) Problem solving approach; the curriculum development focuses on the development of solving urgent problems in society.

- 5) Competency mastery approach is a model of curriculum, which focuses on certain comprehension, skill or competency in the school related to jobs that exist in society.

c. Competency Approach

It is an approach, which focuses on the mastery of certain competency based on the student's development stages. Each of stages has some potency but those very influences the environment and the chance they get.

In line with the explanation above, Zainudin in his book entitled "*Reformasi Pendidikan*", he argued that curriculum which is referred to the students for facing the global need is concerned to competency. This approach emphasizes on the acquiring of the student's competency based on the student's phases development. Curriculum development model is concerned on the student's life skill, capability and competency for overcoming social problem in real daily life.

In unit teaching, according to constructivism view, the students are educated to think creatively on their own knowledge. According to Martinis Yamin (2005) in "*Paradigma Pendidikan Konstruktivistik*", the implication of this covers:

- 1) students form their own knowledge
- 2) students create the meaning nuance
- 3) students search the information

4) students have critical attitude

5) students make justification of the theory

Therefore, the students should have some characteristics in learning. They are expected to be more active in searching and transferring the knowledge in their mind because the nature of learning is that the students are educated to think scientifically and purposely.

B. Competency-Based Curriculum

1. Definition of Competency

According to Mc.Ashan (1981: 45), a competency is knowledge, skills and abilities or capabilities that one's achieved, which becomes part of his or her being to the extent he or she can satisfactory, perform particular cognitive, affective and psychomotor behavior. Moreover, competency is basic ability that student do in the stages of knowledge, skills and attitude (<http://www.org/erieel/digest/Rodgers.htm>)

Based on Association K.U. Leuven, a competency is an integration of knowledge, skills and behavior that makes the possibility to do work effectively.

Furthermore, Robert A. Roe (2001) stated a definition of competency:

“Competency is defined as the ability to adequately perform a task, duty or role. Competency integrates knowledge, skills, personal values and attitudes. Competency builds on knowledge and skills and is acquired through work experience and learning by doing”

In addition, Hall and Jones (1976: 29) argued that competency is comprehensive performance descriptions of a certain ability, which is consisted of combination between knowledge and competency that can be observed and measured (<http://www.ditperta.net/swara/warta17-03.asp>).

In short, a competency is a set of one's ability consisting of knowledge, skills and abilities, personal values and attitudes or capabilities achieved to do a task, duty or role in order to perform particular cognitive, affective and psychomotor domain.

2. Definition of Competency Based Curriculum

Competency Based Curriculum is a set of planning and rules about competency and learning outcomes that should be achieved by the students, evaluation system, learning activity and the sources of education capacity in curriculum development. This curriculum concerns more on the development of competency that should be possessed by the students.

In the line with that opinion, Mulyasa (2006) argued the definition of Competency Based Curriculum is:

“KBK dapat diartikan sebagai suatu konsep yang menekankan pada pengembangan kemampuan melakukan (kompetensi) tugas-tugas dengan standar performansi tertentu sehingga hasilnya dapat dirasakan oleh peserta didik berupa penguasaan terhadap seperangkat kompetensi tertentu”

Based on that definition, the concept of Competency Based Curriculum emphasizes on the student's development ability to do the tasks based on the

standard of its certain performance; therefore, in mastering that competency, the students acknowledge the result of certain competency.

In short, Competency Based Curriculum is a set of planning and rules about competency and learning outcomes that should be achieved by the students, the evaluation system, learning activity and the sources of educational capacity consisting of basic knowledge, skill, attitudes and values essential to competency.

3. The Characteristics of Competency Based Curriculum

According to National Education System year 2002, there are some characteristics of Competency Based Curriculum. Those are:

- a. it is concerned on the students competency achievement either individually and classically
- b. it is oriented on learning outcomes and diversity
- c. it delivered to learning process using vary approaches and methods
- d. the using of learning sources are not only teacher but also another learning sources, which fill the education substance.
- e. the evaluation emphasizes on the learning process and learning outcomes in order to acquire and achieve certain competency

Furthermore, Mulyasa argued that there are six characteristics of the Competency Based Curriculum. Those are:

- a. Learning system using module
- b. Using all of learning sources
- c. Learning field experience

- d. Personal individual strategy
- e. Ease and joyful learning
- f. Complete learning

4. Principles in the Development of Competency Based

Curriculum

According to National Education System year 2002, there are many principles in developing competence-based curriculum. There covers:

- a. Faith, value and the high attitude
- b. The reinforcing of the national integrity
- c. The balancing of ethics, logical, aesthetics, and kinesthetic value.
- d. The equality of getting chance
- e. Responsive to the development of science, knowledge, technology, and art.
- f. The development of life skills
- g. Long life learning
- h. Concerning on student's evaluation simultaneously, continuously, and comprehensively.
- i. Comprehensive and partnership approach

Based on the theory above, the development of Competency Based Curriculum is influenced by some aspects related to the learners' potential, needs, and interest; and environment.

C. Decentralization in Education System

The term “decentralizations” is also applied in education system. In fact, the decentralization of education system is used by many countries especially United States and part of Europe countries such as Scandinavian (Denmark, Sweden, and Norway), Netherlands, Germany, New Zealand, etc. Moreover, in its implementation, those countries proof that the system of education using decentralization system can improve their school’s quality in learning process, budget management, or in school management.

According to the legislation rule number 22 and number 25 year 1999, regency has an authority to rule and manage its own regency including in the education system. Each school is also given the authority to arrange and to regulate its own school decision based on the government license. Therefore, the school unhampered creates the school policy, which condition has cultural background and closed environment.

In addition, the condition and potency of each regency is closely related to pupils and institutional unit level decision. One of those ways is by giving education unit an authority to manage the school itself. Each school may determine widely its own curriculum as the derivation of competency standard made by the central government.

A. Kurikulum Tingkat Satuan Pendidikan (KTSP)

1. Definition of KTSP

According to the education regulation number 20 year 2003 about National Education System, Kurikulum Tingkat Satuan Pendidikan (KTSP) is defined as an operational curriculum arranged and applied by each education unit. Furthermore, Badhowi (2004) stated that KTSP is as an operational curriculum that is arranged, applied by the school and adapted to the characteristics, the conditions and the potency of regency had by the region, school and the pupils. KTSP itself refers to the content standard and the graduate competency standard licensed by the Education National Standard Committee.

In line with that opinion, Mulyasa (2006) defined KTSP Curriculum as a derivational model curriculum in a school level, which is developed and suited to the characteristics of the school, the region, the social characteristics of the surrounding and the characteristics of its pupils.

In addition, Kunandar (2007:103) argued that KTSP is an operational curriculum that is arranged and applied by each educational unit that reflects on knowledge, skills and attitude so that it can increase the whole student's potency.

Based on the definition above, KTSP can be defined as the operational curriculum of the competency-based curriculum that is arranged and applied by each educational unit, which is suited and adapted to the characteristics of school, region and socials and pupils.

2. Characteristics of KTSP

According to Ahiri (2007: 6), KTSP is the development model of the Competency Based Curriculum that has some characteristics:

- a. It is oriented to the learner outcomes and its effects.
- b. It is based on competency standard and basic competency that is spelt out into content standard
- c. It is based on the graduation competency standard.
- d. It is concerned more on the diversity of curriculum model
- e. It develops the whole and overall competencies
- f. It applies complete learning.

Related to the explanation above, Mulyasa argued that there are at least four characteristics of KTSP, which can be identified, namely:

- a. The full authority of headmaster and educational unit.

Each school has a board of trustee that is responsible for all aspects of school operation. In this case, the headmaster has some rules dealing with the school operation such as the full authority holder of the school and the decision maker of the school together with school committee. Related to the concept of KTSP, the headmaster should be able to adopt the student's need and the local community need based on the characteristics and cultural environment background.

b. Parents and society have more influences.

Parents and society may also participate in making school decision. Through the school council, parents and society are able to supervise and help the school in managing the school program. The participation can be taken directly and indirectly in school program and learning process.

c. The democratic and professional leadership

According to Sutisna (1993), the leadership can be defined as a process of affecting individual or group activity in order to achieve the intended goal in certain condition. In a school, the headmaster has the significant role in determining the school policy.

Dealing with the concept of KTSP, the existence of the headmaster as the person elected by the school committee and some school personnel's hold the responsibility for creating conducive atmosphere, which is suited to teaching learning process dealing with school decision. The headmaster has the high authority for making school decisions in line with the school committee agreement.

d. Transparent Teamwork

A school system consists of some intercorelated components namely the students, the teachers, parents, and some other school personnel. Those all components work together in order to realize the intended goal. It means that those work need good coordination. In

addition, based on Handayani (1992) in Mulyasa, there are some characteristics of “coordination”, that are:

- 1) The responsibility of coordination is holding on the leader.
- 2) Coordination deals with the cooperation
- 3) Coordination is continuous process
- 4) The effort manage regularly and properly
- 5) The integrity of activity is done as the core of coordination
- 6) The aim of coordination is the common purpose.

Based on those characteristics, all school components are demanded to conduct and manage the coordination properly in order to achieve the certain purpose. Related to the KTSP concept, the intended goals have to deal with the mission and visions of the school.

3. Principles in the Development of KTSP

According to the education regulation number 20 year 2003, there are some operational references in arranging KTSP:

- a. Focused on learners’ potential, development, needs, and interest; and their environment

Curriculum is developed based on the principle that learners have their own unique potential to develop their competency to become religiously devoted, bright, competitive, and responsible citizens. It is, therefore, the development of this potential is done based on the learners potentials and developmental needs. The

learners are supposed to be the central attention of learning activities (learners oriented curriculum).

b. Varied and integrated

Curriculum is developed by keeping in mind the diversity of learners characteristic, geography condition, level and type of education, as well as appreciating differences in religion, ethnics, culture, tradition, socio-economics status, and gender. Curriculum must contain required subjects, local content, and integrated self development and is developed in a meaningful and right intersubjects integration.

c. Responsive to the development of science, knowledge, technology, and art

Curriculum is developed based on awareness that science, knowledge, technology, and art developing dynamically. Therefore, the curriculum spirit and content are required to provide learners with learning experience that enable them to keep up with and utilize science, knowledge, technology, and art development.

d. Relevant with the need of life

Curriculum is developed by involving the stakeholders to ensure its relevance to the needs of life, which include social life, business, and employment. It is, therefore, educational institutions have to include the development of personal, thinking, social, academic, and vocational skills.

e. Comprehensive and continued

Curriculum content includes the whole dimensions of competencies and subjects that are planned and presented continuously through all educational level. It means, therefore, that the same subject may be presented at different level, but with diverse depth and scope.

f. Life long learning

Curriculum is directed toward the process of learners' development, acculturation, and empowerment in the frame of lifelong learning. The curriculum reflects the interrelation of formal, non-formal, and informal education by paying attention to the ever-changing environment condition and demand.

g. Balancing national and regional interests.

Curriculum is developed by paying attention to the national and regional interest in order to develop a well-balanced life in community, nation, and state. National and regional interests must be kept in balance with the motto of the Unitary State of the Republic of Indonesia: unity through diversity.

In line with that opinion, Ahiri (2007:6) stated that KTSP is an operational curriculum arranged and done by the educational units that consists of the goals at educational unit level, the structure and content of KTSP, education calendar and syllabuses.

In harmony with this idea, Mulyasa (2006) argued that there are six components of KTSP namely:

a. Vision and mission of school

A vision is a set of representative of belief as a view of customers, staff, stakeholders, and the manager. While mission is the step which is arranged in order to gain the vision. Related to education system, each school must have those components as the representation of school belief as the references in conducting school operations. All school programs conducted should be matched to those components.

b. Educational goal of school

As a system, a school works together in achieving the education goal of the school. Each school also needs to write its own goals, objectives, and target as clear as possible for long and short period. It makes the school program conducted clearer, more understandable, and measurable.

Dealing with this, school vision and mission usually spell out into the school education goal. All school programs taken should refer to this in order to achieve the intended school goal.

c. Educational calendar

The arrangement of education calendar in one period is used to know the plotting of schedule in conducting teaching learning process. It can be used as a reference to determine the efficiency, affectivity of the student's rights of the school program. The content of education calendar is time allotment in conducting the teaching learning process. It consisted of time allotment to face learning for

structured task, unstructured independent activity and the time of holiday etc. Moreover, it can be used as reference for estimation of some competencies, which should be possessed by the students during the learning activity, the organization of materials, which should be acquired by the students; the evaluation should be taken etc.

d. Syllabuses

In teaching process, it is known the term “syllabuses”. According to Widowson (1991), a syllabus is an idealized schematic construct, which serves as reference for teaching. The specification of syllabuses is concerned with both the selection and the ordering of what is to be taught (Halliday: 1965). Dealing with the content of syllabuses, that consist of standard competency, basic competency, materials, indicators, assessment, time allotment, and resources of teaching developed by each school (Mulyasa: 2006).

In short, a syllabus can be interpreted as a set of teaching plan as the reference of particular subject matter conducted that consist of competency standard, basic competency, materials, indicators, assessment, time allotment, and some other of teaching developed by each school.

e. Lesson Plan

Generally, a lesson plan is a set of plan describing the procedure and learning management in conducting the learning process. The components of lesson plan are competency standard, basic competency, instructional objectives,

teaching materials, methods, the steps of learning conducted, the sources of learning and the technique of evaluation.

f. Structure of Subject matter curriculum

According to the Decree of National Education Minister number 22 year 2006, it regulates about content standard. It can be defined as the boundaries of minimum materials and minimum grades competency, which should be possessed by the students in order to achieve minimum graduation competency standard.

Furthermore, some components of the content standard are:

a. Subject Cluster and Scope

The curriculum foundation is the collection of five subject matters, that are:

1) Religion and noble character;

This subject is intended to develop learners to become religiously devoted individuals who possess noble character. The noble characters consist of ethics, good conduct in life, or morality as the realization of religious education.

2) Citizenship and personality

This subject is intended to develop the learners' awareness and knowledge with regard to their status, rights, and obligations in community, state, and nation; as well as to improve their quality as human being. The awareness and knowledge include nationality, spirit and patriotism in defending their nation, appreciation of human rights, nation diversity, environment conservation, gender equality,

democracy, social responsibility, as well as the promotion of behaviors against corruption, collusion, and nepotism.

3) science and technology

Science and technology at elementary school is intended to introduce, react, and appreciate science and technology, as well as to instill habits of critical, creative, and independent scientific thinking and behavior. Science and technology at junior high school is intended to develop basic competency in knowledge and science as well as to enhance the learners' habit of scientific thinking critically, creatively, and independently.

4) Aesthetics

This subject cluster is intended to develop learners' sensitivity as well as ability to express and appreciate beauty and harmony. The ability to appreciate and express beauty and harmony consists of appreciation and expression, both in individual life that enable the learners to enjoy and be grateful of life and in community that enable them to create togetherness and harmony.

5) Physical, sport, and health

This subject cluster at junior high school is intended to enhance the learners' physical potential as well as to strengthen the habits of sportive and healthy life.

b. Curriculum Structure of Junior High School

The arrangement of subject matter for students:

- 1) The depth of curriculum contents spells out into some competencies that should be possessed by the students with the burden of study, which is stated on curriculum structure.
- 2) It is a kind of patterns and structure of subject matter that should be taken up by the students in learning process.
- 3) It acquires the competency, which is consisted of competency standard and basic competency that are expanded based on graduate competency standard.
- 4) The content of local subject matter and student self-development are integrated with the school curriculum structure.

c. The content of study

The content of study can be interpreted as the time plotting needed to follow the learning interactions. It consists of some parts that are:

- 1) time allotment
- 2) structured assignment
- 3) unstructured- independent assignment

d. Education calendar

Education calendar is the plotting of teaching learning time allotments for students in a period. It covers the decision of the beginning of year academics, effective learning time and the holiday for the students.

e. Scholl based management

The curriculum used in the school is the curriculum which derived from the KTSP that is arranged and applied by each educational unit which is suited and developed to the characteristics of school, region, pupils and socials.

In addition, based on the regulation rule number 23 year 2006, graduates competency standard is the qualification of the students which covers the students knowledge, attitude and skills. Moreover, the graduate competency standards have some functions that are:

- a. It is used for the standard evaluation in determining student's graduation of education unit level.
- b. In junior high school level, it is used to put the basic intelligence, knowledge, noble character, good attitude and skill for independent supplies and to follow the next education stages.

4. The Competency Standard of English Subject Matter

Competency Standard of English as a subject matter is a potency of measurement in competency minimum, which should be achieved by students after following instruction. The standards of English Subject matter for junior high school students are:

- a. Listening; Students are able to understand the meaning of short script and in the form of simple transactional and interpersonal in order to interact with surrounding, short functional text in the form of descriptive, narrative and recount in daily life context.
- b. Speaking; Students are able to express the meaning of short script and in the form of simple transactional and interpersonal conversation in order to interact with surrounding, short functional text, simply conversation and simply monologue in the form of descriptive, narrative and recount in daily life context.
- c. Reading; Students are able to get meaning nuance in the written text like short functional text, text that is in the form of descriptive, narrative and recount in daily life context.
- d. Writing; Students are able to express the meaning nuance in the form of written text like short functional text that is in the form of descriptive, narrative and recount in daily life context

B. Teaching Learning Process

1. Theory of Teaching

Effective teaching could be defined from many points of view. According to Orlich C Donald etc, teaching is defined as artistry. Teaching involves dynamic interactions among individuals (teacher to teacher, teacher to learners, learners to learner) in which all concerned to continually decisions made. It means that the

teachers develop their teaching as art by using careful planned, fire turned lesson that reflects an understanding of many different teaching techniques.

According to constructivism theory, teaching is by the student's participation in forming knowledge, making sense, searching the explanation of the problem faced, being critical attitude and taking justification. It means that teaching is not only the process of transferring knowledge but also the activity that enables students to develop their own knowledge

Moreover, Hobban in his book entitled "*Teacher Learning for Educational Change*", argued the conception of teaching as a craft or labour. Furthermore, the mechanistic view of teaching argued that teaching is more than the delivery of prescribed knowledge using a repertoire of strategies, but it is dynamic relationship changing different students and context. In respects, what the teachers do in the classroom is influenced by the combination of teaching elements including the curriculum, the context and how the students respond to the instruction at any particular time.

In line with that opinion, Day (1999) in Hoban, the interpretation of teaching as an art or profession means that teaching develops a repertoire of strategies as well as understanding that the teacher's application of teaching depends on making judgments about unique context and predicable classroom moments. The teachers have to drawn a set of personal resources that are uniquely defined and expressed by the personality of the teachers, and his or her individual and collective interactions with the students.

Based on the explanation above, teaching is a set of strategy done by the teachers to teach the students in the process of forming knowledge, making sense, searching the explanation of the problem, being critical attitude and taking justification involving dynamic interactions among individuals based on the context and the predicable moments

2. Theory of Learning

There are many views presented in learning theory. The range of perspectives shows that the teachers have different ways and different context for making the students learnt. The different theoretical perspectives on learning have little in common because they are underpinned by different assumptions.

a. Behaviorism Perspectives on Learning

B. F. Skinner popularly developed behaviorism as a theory. The underlying assumptions related to the process of learning in this theory can be seen from some views. First, learning is manifested to change one behavior. Second, the environment shapes ones behavior. Finally, the principles of contiguity (how close in time, two events must be for a bond to be formed) and reinforcement (any means of increasing the likelihood that an event will be repeated) are central to explaining the learning process. For behaviorism, learning is about the acquisition of new behavior through conditioning.

In harmony with behaviors theory, Thursan Hakim (2000) stated that learning is the process of changing the human behavior, which is reflected on the

increasing of quality and quantity and quality of attitude such as the development of competency, knowledge, habits, understanding, skill and mind set. That means that the increasing of one's attitude is shown in the ones development in many fields.

According to Gage (1983) in Martinis Yamin, learning is a process in which the organism changes his or her behavior because of the experience. In line with the definition, Klein B, Stephen stated that learning is an experiential process that results in a relatively permanent change in behavior that cannot be explained by temporary states, maturity, or innate responses tendencies. Consequently, this definition has three effects that are:

- 1) Learning reflects a potential change for a behavior. The learners should translate learning into behavior first.
- 2) Change in behavior due to learning is relatively permanent. Because of new experiences, previously learned behavior is no longer exhibit.
- 3) Changes in behavior can be due to the process other than learn. The behavior can change as the result of motivation rather than leaning.
- 4) Learning as the response of strengthening

b. Cognitive Perspectives on Learning

Cognitive learning theories evolved from a traditional psychological perspective in which the unit analysis or focus for learning is in mind of an individual. This theory is originated from the work of Jean Piaget (1950), who believed that learning was a process of continually reworking an individual's

knowledge based on personal experiences. He proposed the notion that thinking is about developing the cognitive schemas and mental models that exist within the individual minds.

In cognitive theory, the individual schemata become more complex when the learning process moments happened. The process of connecting the new information to the relevant concept in individuals mind can be categorized into two parts namely assimilations and accommodations. Assimilation is individual's process cognitive by the integrating of perception, concept, or new experience into the individual schemata. While accommodation is the process of adaptation ones past schemata to the recent schemata because of the entering of new information in the new context.

c. Constructivist Perspectives on Learning

In line with the cognitive theory, a key element of constructivist perspectives is that knowledge is actively stored in mind as the nature of knowledge. Furthermore, knowledge is not passively received but actively built up by the cognizing subject, the function of cognition is to adapt and serve the organization of the experiential world (Glaserferd 1987: 37)

In line with that opinion, Socrates and John Dewey stated that learning is an activity do mentally and physically followed by the chance to reflect those from that behavior. Moreover, according to Tudor (1996), a learning strategy can be defined as any purposeful activity that learners engage into promote their learning and knowledge of the target language.

In addition, according to Mayer (1992) in Charles, his view of learning has emerged during the past 100 years of research on learning:

1) Learning as response of strengthening

In this view, the students are passive in receiving the punishment. Meanwhile, the teachers act as an instructor to administer reward punishment.

2) Learning as a knowledge acquisition

In this concept that is derived from the idea that learning occurs when a learner places new information in long-term memory. This view places the learner as passively acquired information. In the other side, the teacher's role is actively presenting the information to the learner.

3) Learning as knowledge construction

This perception is based on the ideas that learning occurs when a learner actively searched the information and asserted those into the learner's mind.

In short, learning is a process of connecting new information into individual mind based on the relevant concept into ones cognitive domain. It is related to the assimilation between the new information and the later concept in ones cognitive domain.

3. Teacher's Role

Teachers play a central role in teaching learning process. To create an effective teaching, it requires individuals who can foster their student's academic achievement and guides them toward important social, moral and ethical goals. Teaching is complex word and to be a teacher demand the attributes listed below:

- a. Effective teachers have personals qualities that allow them to develop authentic human relationship with their students.
- b. Effective teachers have positive disposition toward knowledge. They have command of the knowledge based on teaching and learning about the subject matter they taught, about human development and learning and about classroom instructor and management.
- c. Effective teachers command a repertoire of teaching practice known to stimulate the student's engagement and to enhance students learning.
- d. Effective teacher have attitude and skills that facilitate reflection and problem solving. They understand that learning to teach is a lifelong process that like other profession requires ongoing study and interaction with professional colleagues(Arends, 1997:5)

Furthermore, According to Michael in his book entitled "*Process and Experience in the language Classroom*", he argued some teacher's roles in classroom namely:

- a. Teachers as coordinator and the facilitator

The general role of the teachers in the classroom is as the coordinator of the learning process. The teachers are responsible to carry out the learning

as the whole process and maintain the right to intervene with help and advice or set to the targets.

b. The teachers as manager and organizer

In particular classroom, especially in language classroom, the teachers may have the role as manager and organizer through three various approach, namely, (1) creating the framework project, (2) creating and managing the learning climate, and (3) structuring and guiding the learning process.

c. The teachers as instructor

The role of the teachers as an instructor is to show the students how to learn experientially. The teachers also need to create the conducive climates and opportunity as a part of teacher's managerial, conducting, and participating in the instructional given. In other word, the teachers act as guides who encourage the students to become proactive contributors breaking away from the passive and receptive role.

d. The teacher as investigator and researcher

In company with Breen and Candlin (1980) and Wright (1987), proposing the communicative classroom, the teacher's roles cover the roles to engage the knowledge actively in researching what is happening in the classroom with certain view. It is meant to understand its process in order to be clearer and to bring about improvements.

Moreover, Martinis Yamin (2008) argued that a teacher or instructor acts as a mediator and as a facilitator. Dealing with this definition, teacher's job descriptions are:

- a. Provide leaning experiences in order to be responsible in teaching activity for instance are planning, process and research.
- b. Provide or give the stimulus for students inquisition and help them to express and communicate their schemata (Watt & Pope; 1989). The teachers become the facilitator when they provide problem experiences and motivation in conducting learning process.
- c. Evaluate monitorial and show student rational in problem solving.

In conclusion, teachers extremely have essential and central roles in teaching learning process. The teacher's roles cover the role as the mediator, facilitator and monitor to make the student active in the classroom.

4. Student's Role

In learning process, the learners have the significant role. Nowadays, students are demanded to be more active and innovative in learning process. According to Glasserfeld (1989), he argued that learner's role is to construct his or her own understanding in the transferring of new information. The learners should actively look for meaning and try to find regularity and order the events of the world in the absence of full or complete information.

In line with this, Dimyati and Mujiono stated the roles of the learners could be described as follows:

- a. The actor of searching problem and problem solving
- b. The active participant of doing research
- c. The explorer of problem searching and problem solving
- d. The inventor of the problem solving.

It can be seen from the theory above that learners play an important role in teaching and learning process. The learners are considered as the doer during learning process. They are actively inserting the knowledge, exploring the information and finding the problem solving.

5. Teaching Materials

a. The Definition of Teaching Materials

Teaching materials can also define as the sources of learning. According to Mulyasa (2006), the sources of learning means anything that can give the students information, knowledge, experience and skills in teaching learning process.

Furthermore, learning resources can be defined as the information that is presented and stored in a variety of media and formats, which assists the students learning as defined by provincial or local curricula. This includes but it is not limited to, materials in print, video, and software formats, as well as combinations of these formats intended for use by teachers and students (<http://www.bced.gov.bc.ca/irp/appskill/asleares.htm> January 28, 1999)

In short, teaching materials are anything used by the teachers in learning process arranged systematically in order to give the students information during instructions covering to written materials and non-written materials.

b. The Kinds of Teaching Materials

According to Mulyasa (2006), there are some kinds of teaching materials. Those are:

- 1) Human being; it is the persons delivering the message directly in learning process. It can be the teachers, the counselors; the administrators who delivered the message by design.
- 2) Instructional media; it can be anything contained of education substance that assists learning process. Mostly, the teachers use printed materials such as book, which is licensed by central government, handout, module, brochure, leaflet, wall-chart etc. Besides completing the materials by printed materials, the teachers can use another instructional media by using the educational film, map, etc.
- 3) Environments; it is related to the setting for learning process happened. It can be classroom, library, laboratories, museums, etc.
- 4) Tools and devices; it is the sources of learning for production or applying another tool for instance: camera for photograph, tape recorder, LCD projectors, television, radio, etc.

- 5) Activity; it is the source of learning that consists of the combination of some teaching methods in learning process. It covers events or facts that happened.

c. The Role of Teaching Materials

The role of instructional materials within an individualized instruction system might include the following specifications that are:

- 1) Materials will allow learners to progress at their own rates of learning.
- 2) Materials will allow for different styles of learning.
- 3) Materials will provide opportunities for independent study and use.
- 4) Materials will provide opportunities for self- evaluation and progress in learning.

Furthermore, Richard and Rogers (2001; 30) state that a particular design for an instructional system may imply a particular set of roles for materials in supporting the syllabuses, the teachers and the learners. They give example of role of instructional materials within a functional or communicative methodology;

- 1) Materials will focus on the communicative abilities of interpretation, expression and negotiation.
- 2) Materials will focus on understandable, relevant and interesting exchanges of information, rather than on the presentation of grammatical form.
- 3) Materials will involve different kind of text.

6. Evaluation System Used in the School

a. The Definition of Evaluation

The term “evaluation” in education system refers to the measurement of the student’s ability based on the standard licensed. It is necessary to know the student’s achievement so that the evaluation is held.

Oemar Hamalik (1995: 159) in *Paradigma Pendidikan konstruktivistik*, argued that evaluation is all measurement activities (including the process of gathering data and information), management, interpretation, and estimation in order to make decisions in students learning outcomes whether it had achieved the learning outcomes or not.

In addition, evaluation also can be defined as the process of giving and determining the mark or value to certain object based on certain criteria (Sudjana, 1990:3). In this case, the point of evaluation is the estimation of student’s learning outcomes based on the certain measurement. Moreover, Djemari Mardapi (1999: 8) argued that the evaluation is an activity for interpreting and describing the result of measurement.

In short, the evaluation is a systematic process of gathering data and information quantitatively and qualitatively for analyzing and interpreting students learning outcomes in order to make meaningful decisions.

b. Aspects of Evaluation

In some extent, the term evaluation and measurement are interchangeable. According to Benyamin S Bloom as quoted by Martinis Yamin (2008), measuring students learning outcomes covers three domains of learning that are:

1) Cognitive Domain

The major points of this aspect are the ability of individual thinking covering the domain of intelligence. It covers the process of memorizing, understanding, applying, analyzing evaluation and creation.

2) Affective Domain

It involves the domain of feeling, emotional, system values, and attitude that is expressed in accepting or refusing something. The process covers some stages namely receiving, responding, appreciating, organization, characterization.

3) Psychomotor Domain

This domain is related to kinesthetic skills covering body movement and action. This aspect needs the coordination between muscle and neuron. This domain is consisted of gross body movement, coordination movement, non-verbal movement and speech behavior.

In brief, in interpreting the student's learning outcomes, it involves the process of measuring competency whether the goal has been achieved or not (after instruction) that covers three domains of learning namely cognitive, affective and psychomotor.

c. **Types of Evaluation**

According to Mulyasa in Martinis Yamin, there are many ways of evaluations in implementing the curriculum namely:

1) Class-Based evaluation

It is the evaluation, which is done by the teachers during learning process. This involves the collection of information and the students learning outcomes in order to determine the grades of achievement and mastering certain competencies based on standard competency and some indicators, which is stated in curriculum.

2) Basic-competence test

It is for measuring student's competency especially in reading, writing and accounting.

3) School-based evaluation

It is used for describing the whole student's competency and activity during instruction. It is usually done at the end of school grade.

4) Benchmarking

It is a kind of work evaluation and process performance in order to determine the grades of superiority and the success of learning outcomes. It is done at the end of educational unit. This evaluation is used for giving students ranking not for giving students mark.

5) Program evaluation

It is used for measuring the implementation of the learning program in the school whether it is achieved well or not. According to Scriven in Tayibnapis, 2000:36). There are some differences between *formative evaluation* and *summative evaluation*. Formative evaluation is usually done during the program taken. It is used for giving the valuable information for the teachers in order to correct the program whether it runs well or not. While in summative evaluation, it is done in the end of the instructions. It is used to give potential information for consumer related to the benefit of the program

6) Porto folio assessment

Porto folios mean the collective of student's assignment or worksheet intentionally and integrated that is selected based on the guidelines licensed. Moreover, porto folios assessment can also be regarded as the class based evaluation of collective student's assessment, which is arranged systematically and organizationally during learning at certain period by the teachers.

Based on the theory above, the evaluation is used for measuring the student's achievement and learning outcomes. The uses of kind of evaluation depend on the instructional objectives stated by the teachers.

CHAPTER III

RESEARCH METHODOLOGY

In chapter III, the writer discusses the research methodology that was used in the research. This chapter contains five sub chapters namely the setting of place and time of the research, the methods of the research, the source of the data, the techniques of collecting data, the techniques of analyzing the data and the research procedure.

A. The Place and Time of the Research

The research was held at SMP N 1 Wedarjaksa Pati, Jalan Raya Pati-Wedarijaksa, located in Panggunroyom Wedarijaksa Pati. The classrooms in this school are physically characterized by standard classroom that represent a range of class size around forty students. The school had twenty one classrooms, namely, there are seven classes of the first grade, seven classes of the second grade and seven classes of the third grade.

The research was carried out in February until May 2009. The observation of the classroom and the interviews in order to take the data needed were conducted in May 2009. In this study, the research was conducted in VIII C, VIII D and VIII E class.

B. The Method of the Research

In doing the research, the researcher should provide certain science that is called “methodology”. Moreover, Nawawi stated that research methodology is the science of method used in doing research to explore and to explain the natural phenomena in social human life using the systematic procedure, regularly, and can be explained scientifically. It means that the research methodology is a method study for doing research in order to explain natural and social phenomena using systematic and regular procedure.

In this study, the type of this research is descriptive qualitative method. It means that this research employs the called descriptive and qualitative method of analysis. Qualitative research can be defined as a research relying primarily on the collection of qualitative data (Christensen & Johnson, 2000: 17). This is an umbrella term covering an array of interpretive techniques which seek to describe, decode, translate and otherwise come to term with the meaning ... of certain more or less naturally occurring phenomena ...” (Van Maanen, 1983: 9 in Bramble and Mason, 1997: 38). It is a study that is aimed to draw meaning from observation taken in natural context (1997: 334). Shortly, qualitative research is a study that relies primarily on the collection of qualitative data with the purpose to describe, to decode, and to draw meaning from naturally occurring phenomena happened.

Moreover, Arikunto stated that descriptive method can be divided into two namely, explorative descriptive and developmental descriptive. Explorative descriptive is to describe and to explain a phenomena status and fact. Related to the research, in this study, the writer takes a descriptive qualitative method as the

proper method to describe the implementation of KTSP in teaching English. Specifically, the writer uses explorative descriptive method because she needs to describe the implementation of KTSP through the learning process, the teaching materials and the system of evaluation used in the school system.

C. The Source of Data

Christensen & Johnson (2000) argued that qualitative research is a research relying primarily on the collection on qualitative data (i.e. non-numerical data such as words and pictures). Thus, the data materials are in the form of word because the data taken can be description of information about the phenomena being studied. The information itself can be taken from four sources, namely, events, participants, setting and documents or artifacts (Spradley, 1980: 39- 41; Sutopo, 1996: 49- 51).

In obtaining the data, the researcher derives the source of data. They are the fieldnotes of the classroom observation through teaching-learning process, the transcript of English teacher's interview, the transcript of vice principle, and some transcript of students, and official's documents dealing with the implementation of KTSP in SMP N 1 Wedarijakasa Pati especially in teaching learning English.

1. Events

In this research, the events were the processes of English teaching learning activities in the second grade of SMP N 1 Wedarijaksa Pati. Below is the timeline of the research observation:

1 st observation	Monday, 4 Mei 2009	Observing VIII C
2 nd observation	Monday, 4 Mei 2009	Observing VIII E
3 rd observation	Monday, 18 Mei 2009	Observing III E in laboratory
4 th observation	Thursday , 20 Mei 2009	Observing VIII D

2. Informants

Hornby (1995), informant is a person who gives information about something for example in doing research. Related to the study, the writer took English teachers for the second grade, a vice principal of the school and students who are chosen randomly to give the information.

3. Documents

There are two kinds of documents as stated by Bogdan & Biklen (1992; p. 132), they are personal documents and official document. According to Taylor and Bogdan 1993, translated by A Khozin Efendi, personal documents can be defined as any kinds of person narrative that describe an individual's autobiography, experience and belief. There are some forms of documents. It could be individual's diary, personal letter and autobiography. While in official documents refer that is official literatures like memos, minutes from meetings, newsletters, policy documents, proposals, codes of ethics, dossiers, students' records, statements of philosophy, news releases, and the like.

Dealing with this study, the writer used official's documents of the school. The sources of data taken in document were the syllabus as the followed guides, the lesson plan of English Subject matter, education calendar and the textbook used as the teaching material etc.

D. The Technique of Collecting Data

To get the data, the researcher used three techniques of collecting data. They were observation, interview and document analysis.

1. Observation

Observation is the observing and taking notes systematically based on certain phenomena (Sutrisno Hadi, 1984: 136). Observation is one of the instruments used in collecting the data. The researcher observed the student's activities while teaching and learning process occurred. The result of the observation was recorded on his observation sheets as the data. Two parts of fieldnotes observation are descriptive and reflective. Descriptive is a part of fieldnotes consisting of the explanation related to the natural phenomena caught in setting, which is about activity, persons, and documents. While in reflective, it contains the researcher's understanding, analysis, evaluations, interpretation and speculation, related to the descriptive. This part is just subjective because it is made based on the researcher's interpretations.

In collecting the data, the writer spelt out the data into field notes. The observation was focused on the implementation of KTSP Curriculum in the second grade of SMP N 1 Wedarijakasa Pati. It could be seen at teaching learning

process during the instruction. It was made through the observation of VIII C, VIII D and VIII E class while teaching learning activity occurred.

2. Interview

Lexy J Moleong quoted that interview is a conversation with their certain purposes, which is done by the side as the interviewer and interviewee (2002: p.135). In line with this definition, Massom and Bramble in Research in Education and the Behavioral Science, interview defines as a verbal discussion conducted by one person with another for obtaining the information (1997: p. 314)

Transcript is also the major sources in collecting data. It is derived from the interview taken by the researcher. The data taken was written in the form of transcript as similar as the fieldnotes. It consists of the identity of the interviewer and the interviewee, the setting of the interview consisting of the time, place and activity happened.

In this study, the writer took some interviews from two English teachers of SMP N 1 Wedarijaksa Pati, a vice principal of N 1 Wedarijaksa Pati, and some second grade students.

3. Documents analysis

Written documents are one of the sources of research, which are often having important rule in qualitative research (Sutopo, 2002: p 69). In the study,

the writer used the second grade English subject matter syllabuses and some books as the guidelines followed.

E. The Validity and the Reliability in the research

According to Fraenkel and Wallen (2002), the concept of validity refers to the appropriateness and usefulness of the inferences the researcher made based on the data collected, while reliability refers to the consistency of these inferences over time. The validity and the reliability use to get the conviction that the data could be trusted based on the reality.

1. Member Checking

As Quoted in Nurkamto in *Metodology Penelitian Kualitatif* (2003), there are some techniques in the checking of data validity, one of them is member checking. It is used to clarify some information by asking directly to the informants or respondents.

2. Key Informant Review

The researcher confirmed the displayed data, which have been arranged (especially the result of the interview) to the informant. It is used to clarify whether the statement written in the description was agreeable or not. As stated by Frankel and Wallen (2000), interviewing individuals more than once is extremely important in qualitative study in order to be consistent in giving the information.

F. The Techniques of Analyzing the Data

The data analysis in qualitative research involves three things namely the data reduction, the data presentation/display and the conclusion drawing/verification (Sutopo, 2006: 113). In this study, the process of analyzing the data is aimed to describe the quality of the implementation of KTSP in Teaching English.

1. The Data reduction

It includes the process of taking and selecting the right data based on needed criteria. In this phase, the researcher should do the process of selecting, focusing, simplifying and abstracting. In short, the data reduction is part of data analyses, which emphasizes, makes the data shorter, makes the theme focused, and arranges the data in appropriate order.

2. Data Representation

This second step of data analysis is the data representation. In this stage, the researcher wishes to present the correlation of organization information. In qualitative research, the data taken are in the form of words. The data are presented in the narration form of word.

3. Drawing conclusion and verification.

After describing and interpreting the data, the data were drawn continuously and throughout in the study as the result of interpretation. The researcher takes conclusion after interpreting the data taken. The result of the

research becomes the description of KTSP implemented in teaching English at the Second Year of SMP N 1 Wedarijaksa Pati

G. Research Procedures

The procedure of the research conducted in SMP N 1 Wedarijakasa Pati can be described as follows:

1. Collecting information dealing with KTSP curriculum from many sources like from books and internet.
2. Collecting the data or information dealing with the KTSP curriculum conducted in the school.
3. Preparing instruments for collecting the data namely questions for interview, tape recorder, book, and ballpoint.
4. Conducting observation in the class while making observation fieldnotes.
5. Interviewing two English language teachers, the headmaster, students of the second grade of SMP N 1 Wedarijaksa Pati while making transcript of those interview.
6. Collecting the documents or information dealing with the needed data completion.
7. Analyzing the data collected systematically, logically and continuously
8. Making conclusion and suggestion dealing with the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

There are two things that are discussed in this chapter, namely the research findings and the discussion. In the research findings, the writer presents the description of the KTSP implementation, which is viewed from the teaching and learning process, the teaching materials, and the evaluation system used in the school. While in the discussion, the writer discusses the findings of the research with the supporting theories having been presented previously. The explanations are as follows.

A. Research Findings

This section answers the problem statements (1) How well is the implementation of KTSP in Teaching English at the second year of SMP N 1 Wedarijkasa Pati in the academic year 2008/ 2009 which is viewed from the (a) the teaching learning activity, (b) the teaching materials, and (c) the evaluation system of the school used and (2) what are the strengths and the weaknesses of KTSP implementation in teaching English at the second year of SMP N 1 Wedarijkasa Pati in the academic year 2008/ 2009?

1. The Implementation of KTSP in Teaching English at the second year of SMP N 1 Wedarijakasa Pati

The implementation which is discussed in this chapter is limited to some dimensions, that are; (1) teaching learning activity in English class which is viewed from: (a) the description of teaching learning activity, (b) the teachers' roles, (c) the students' roles (d) classroom interaction; (2) the teaching materials; and (3) the evaluation system of the school used.

a. Teaching and Learning Process

1) Teaching Learning Activity

During learning activity in the class, the teacher opened the lesson by greeting the students. She sometimes reviewed some previous materials and then continued the teaching and learning activity by delivering the next materials. The teacher also prepared herself before teaching by using systematic lesson plan. It was in line with the teacher's statements bellow in order to make the systematic teaching process. In this case, the teacher DH said:" *Kalo RPP kan berarti yo harus disiapkan...kan itu pegangan buat mengajar itu toh...berdasarkan RPP kan materi- materi itu. Kan misal di RPP itu ga ada, ya kita kembangkan sendiri, ya to?"*

In the teaching and learning process, she used various methods to create a conducive learning atmosphere. It also depended on what kinds of materials given to the students. It matched with the concept of KTSP in which it is important to use many types of methods and media to create the conducive

learning activity to the students. It was in line with Mulyasa's statements that the teacher used varies method in teaching in order to create the joyful learning condition to the students. It could be seen from the teacher's answer about her teaching methods: *"Apa ya... nggak ki... bervariasi sih...tergantung pada materi nya.....disesuaikan dengan materi yah..."*

During the observation, the writer noticed that the teacher tried to involve the students actively in the learning process. The teacher mostly used questions that generally related to the topic being taught, namely building knowledge of field. To encourage the student's participation, the teacher gave some students or all students in the class some questions related to the material being taught and therefore the students could answer it directly.

Teaching English is considered as integrated skills namely listening, reading, speaking and writing. The teacher conducted the teaching and learning process either in a classroom or in the language laboratory. The activities conducted in the language laboratory are sometimes listening and writing. Furthermore, some students' activities in language laboratory could be seen from the teacher's interview as follows:

" tapi ya itu... misal anak- anak suruh mengisi teks rumpang itu loh...jadi kan misal ada cerita yo.. misal ada cerita kan anak misal. Siswa cuma lihat saja. Kan dia nanti diberi teks rumpang kemudian didisi biar ga lupa. Menurut saya, itu salah satu caranya listening dan writing. Itu untuk KTSP, Kenyataannya misal diterapkan untuk di laborat bisa....jadi kita guru sebagai yang menghidupkan dan mengepaskan rumpangnya saja...kadang ya ceritanya ya ada bahasa Indonesianya kebanyakan...dubbing nya pake bahasa Inggris tapi kan ada tulisane gitu kan...kan kita juga nggak bisa menghapus tulisan terjemahan kaya gitu

kan ...yo tahune ya dia bisa melihat gambar itu disertai teks terjemahan kecil- kecil itu..rumpang lah yo bisa kan nanti dia inget kan ...ohh...tadi itu kata- katane itu begini dalam bahasa inggrisnya tu kan salah satu contoh mengasah skill listening dan writing ”

(Catatan lapangan nomor 01)

2) Teacher's Roles

Dealing with the teacher's roles in class, she acted as a motivator, a facilitator, and a guide. In this case, the teacher encouraged the student's motivation to be more active and creative in teaching learning process. Teaching method used by the teacher was selected appropriately based on the teaching material being taught to the students that directly affected to the changes of the teacher's roles. The teacher also used many teaching methods in order to make the students involved actively in teaching learning process. It was appropriate with the teacher's interview listed below:

P : Menurut ibu, bagaimanakah peran seorang guru dalam pengajaran di kelas?

DH : Ya... sebagai pembimbing...dan fasilitator...misal dalam diskusi itu. Dan sebagai motivator juga...itu mendorong siswa untuk lebih aktif. Misal ada satu dan dua anak yang bisa, kan anak jangan menggandalkan gurunya saja ya biar mereka lebih independen...itu juga kan biasanya anak juga ikut- ikut les juga di luar sekolah to...jadi ya enak..kalo nyagerke sekolah to...mereka bisa belajar sendiri...

(Catatan lapangan nomor 01)

3) Student's Roles

Students are the important doer or subject of teaching and learning process. They were encouraged for being active and creative during instructions. Furthermore, while the teacher provided some sequence of teaching learning activities, they were demanded to be active and creative in constructing their understanding with the new information's. This could be seen when the teacher asked the students to participate for instance in an active class- discussion.

“.....misal siswa di buat aktif..misal dibuat berkelompok untuk berdiskusi...jadi anak sendiri yang menciptakan kreatifitas. Tapi misal anak ada kesulitan, baru gurunya turun...jadi siswa itu ya senangnya ya gitu...misal dalam speaking... tapi kan dalam speaking itu cuma anak-anak tertentu saja...yang bisa dan aktif itu ya anak- anak tertentu to? Anak kelas yang pintar...ya dia aktif...misalnya anak- anak VIII C dan VIII F. Nanti gurunya ngomong...dia kadang nyaut (menimpali-red)...tapi kalo kelas yang biasa yo dia hanya anak- anak tertentu juga...yang aktif lah maksudnya...”

(Catatan lapangan nomor 01)

4) Classroom Interaction

Teaching learning activity created between the teacher and the students in the class had to be interactive. In line with the teacher's opinion, the students conveyed their own opinions dealing with learning process occurred in the classroom as follows:

- p : Bagaimana pendapat Adik mengenai bentuk komunikasi guru dan siswa di kelas?*
- TR : Menurut saya ya bentuk komunikasi guru dengan siswa saat pelajaran berlangsung interaktif. Hal itu bisa di lihat*

misal guru masuk kelas, membuka pelajaran dengan pertama kali memberi salam dengan menggunakan Bahasa Inggris, guru pun menjawabnya dengan menggunakan Bahasa Inggris. Selain itu juga seperti dilihat dengan guru memberikan pertanyaan, siswa menjawab pertanyaan yang sesuai diberikan guru dengan bahasa Inggris saat pelajaran berlangsung.

(Catatan lapangan nomor 04)

During the instruction, the communication between the teacher and the students occurring in the class was interactive enough. It could be seen from the students' explanation: *"Bapak dan Ibu guru lebih memberikan kesempatan kepada siswa untuk bisa kreatif dengan tidak mengandalkan dari materi yang di berikan saja...lebih interaktif dengan siswa...gitu"* (Catatan lapangan nomor 05)

Furthermore, during teaching learning process, the students often found some difficulties in learning, for example, when some students had not understood yet, they asked directly to the teacher related to the teaching materials.

P : Apakah adik pernah untuk tidak dapat mengikuti proses pembelajaran yang diberikan guru dengan jelas? Apa yang akan adik lakukan?

TR : tidak selalu sih... tetapi lebih sering...biasanya kalau menemui kesulitan kami lebih senang bertanya langsung ke bapak ibu guru Bahasa inggris karena langsung agar tidak ketinggalan materi yang diajarkan.

(Catatan lapangan nomor 04)

b. Teaching Materials

According to KTSP, the materials of teaching English in Junior High School should fulfill some basic competencies for each of the language skills. Dealing with this, according to *Pedoman Khusus Pengembangan Silabus dan Penilaian Mata Pelajaran Bahasa Inggris Kurikulum 2006 Direktorat Jendral Pendidikan Menengah Pertama, Departemen Pendidikan Nasional 2003*, there are four skills that should be possessed by the second grade students of Junior High School at the second semester, namely:

- 1) listening. Students should be able to understand the meaning of short script in the form of simple transactional and interpersonal in order to interact with surrounding, short functional text in the form of narrative and recount in daily life context,
- 2) speaking. Students should be able to express the meaning of short script in the form of simple transactional and interpersonal conversation in order to interact with surrounding, short functional text, simple conversation and simple monologue in the form of narrative and recount in daily life context,
- 3) reading. Students should be able to get the meaning intended in the written text like short functional text, text that is in the form of narrative and recount in daily life context, and
- 4) writing. Students should be able to express the meaning nuance in the form of written text like short functional text, text that is in the form of narrative and recount in daily life context.

Dealing with the materials used in teaching English, the teacher used the book published by BSE entitled “Let’s Talk”. The book consisted of eight chapters completed by the language function and language structure. Besides that, the teacher also used *Lembar Kerja Siswa (LKS)* as the complementary materials in teaching English published by *Musyawarah Guru Mata Pelajaran (MGMP)*. It consisted of four units that also cover four English integrated skills namely, listening, speaking, reading and writing.

P : berasal dari manakah sumber materi yang Ibu ajarkan?
DH : buku yang dipakai itu buku paket, yang dipakai sekarang..dari Diknas BSE itu... Let’s Talk.. yang ketiga itu pakenya LKS...kalo itu dari MGMP.

(Catatan lapangan nomor 01)

Related to the content of *LKS*, each chapter of the units contained the exercises of the integrated skills. In every unit, the book was also completed by the language functions and language structure.

UNIT 1 A Huge Snake (Narrative)

Language Function: asking a help, asking permission, confirming and denying fact,

Language Structure: verb + adjective, present perfect tense, modality.

UNIT 2 A Tour Botanical Garden (Recount)

Language Function: asking opinion and giving opinion, responding to someone offering, expressing agreement and disagreement,

Language Structure: past continuous tense,

UNIT 3 Going Fishing (Recount)

Language Function: expressing agreement and disagreement, expressing of starting, extending and ending conversation, expressing polite request and the responses, some expressing to make a call,

Language Structure: simple past tense, direct and reported speech, passive voice.

In the teaching and learning process, the teacher also completed the materials by using CD and cassette for listening which were relevant with the materials needed as teaching media. The teacher also used the language laboratory for playing the CD or cassette for listening or writing. It was appropriate with Mulyasa's statements (2006), which argued that there were some kinds of teaching materials including human being, instructional media, environments, tools and devices, activity. In addition, it was in line with what the concept of KTSP that used Contextual Teaching Learning by selecting the relevant method in teaching and materials, which is relevant with the daily life context.

P : Apakah dalam proses pembelajaran pemakaian lab bahasa dapat mengaktifkan siswa?

DH : iya, kalo di lab itu anak lebih efektif. Tapi mungkin harus punya CD yang disesuaikan dengan materi. CD juga terbatas juga, kita harus memilah- milah misalnya pake film “sleeping Beauty” kalo naratif texts. Kita cari yo sesuai dengan kelas delapan, karena itu kan disesuaikan dengan materi kelas delapan Juga.

(Catatan lapangan nomor 02)

c. The Evaluation System of the School Used

In determining that evaluation is to measure students learning outcomes, the writer concerned with three aspects namely cognitive, psychomotor, and affective. The cognitive aspects presented knowledge in vocabulary and language structure, the psychomotor aspects deal with how to produce sounds, while the affective aspects include the right attitude showed by the students toward the lesson.

Evaluation in cognitive aspects was done by giving task for exercise, weekly test, mid-term test and final examination. Moreover, dealing with the curriculum used, the students who had not passed the minimal score, they should follow remedial tests. It was done in order to make up the students score. The minimal score for English Subject Matter in SMP N 1 Wedarijaksa Pati was 6. 3. Meanwhile, the evaluation of psychomotor aspects and affective aspects were taken anytime during teaching and learning process. Those depended on the teachers' need. For affective aspect, the teacher also asked the students to perform their English skills in the classroom.

While for psychomotor aspects, the teacher gave the students value when they showed their attention and responsibility toward the lesson. The teacher also gave the additional marks if the students were active in asking and answering the teacher's questions or when the students showed their ability to speak English fluently. Their enthusiasm could also be seen through the student's presence while joining the English Lesson.

P : apakah dalam penilaian bahasa inggris berdasarkan KTSP itu penilainnya intergrated?

PW : jadi untuk kesemuanya itu dibilang beda itu sebenarnya enggak. Tapi itu sebenarnya begini loh, semua itu berangkat dari empat komponen tadi listening, speking , reading dan writing, yang kemudian itu nanti disatukan tapi kita tidak hanya menilai perskill tapi lebih ke yang aspek- aspeknya tadi masih tetap kita perhatikan dan kita tidak hanya satu dalam mengajar bahasa inggris kompetensi seperti reading, listening dsb itu masih tetap digunakan tetapi tidak langsung ohh itu nilai bahasa inggris, tapi itu berasal dari itu... tadi jadi kompetensi yang dicapai siswa biasanya kan itu diwujudkan dalam bentuk nilai dalam raport, dasarnya, awalnya, berangkatnya berasal dari itu tadi...jadi tidak nilai Bahasa inggris bulet itu enggak...

P : apakah dalm KTSP itu masih menggunakan evaluasi tentang kognitif, afektif dan psikomotorik masih digunakan?

PW : oo... itu masih...misalnya dalam membiasakan anak dalam menggunakan keterampilan bahasa ya kan apalagi jika itu sudah cenderung ke practice ya... itu kan biasanya ada hubungannya dengan psykomotorik juga. Tapi afektifnya jelas ada itu. Mungkin sekarang penonjolannya tidak ke situ ya tapi lebih ke proses belajar pembelajaran itu seperti yang sering dipakai dalam penataran- penataran itu , step –step nya itu sudah dikembangkan tapi misal step

awlnya untuk mau mengajar itu apa dulu, misalnya itu da istilahnya apa itu modelling dsb..apa iti BKOF .. sampai yang individual... disain itu tetep ada. Kan pengembangan aspek- aspek seperti kognitif, afektif dll itu sebenarnya di sana kan juga ada.

(catatan lapangan nomor 02)

The teacher gave the additional mark if students participate actively in the class. For affective and psychomotor aspects, the students also gave the same impression as follows:

P : apakah adik termotivasi untuk lebih aktif dalam pembelajaran Bahasa Inggris untuk mendapat nilai tambahan yang di berikan oleh guru?

TR : iya. Nilai tambahan untuk siswa yang aktif...biasanya guru memberikan nilai tambahan dari tugas- tugas misalnya siswa di suruh untuk membuat cerita karangan dalam Bahasa Ingrris kemudian guru menilai dengan kesesuaian bahasa yang digunakan.

(Catatan lapangan nomor 04)

2. The Strengths and the Weaknesses of the Implementation of KTSP in SMP N 1 Wedarijaksa Pati.

From the research conducted by the writer, there are some strengths and the weaknesses in the implementation of the KTSP in teaching English SMP N 1 Wedarijaksa Pati.

a. The Strengths

1) The students became more active and critical

There is a new paradigm related to the students' position in teaching and learning process. Students were positioned actively as the subject of teaching learning process. Therefore, they should be more active not only in searching the lesson sources but also participating in teaching and learning activity. This was quite similar with the teacher's statement:

"anak ya interaktif..tertarik ...kalo gurunya ngomong pake bahasa inggris...tapi kan banyak anak yang nggak mudeng to..yang mudeng ya,,eh gurunya ngomong kaya gini...eh nanti di timpali temennya...jadi ada satu dua anak yang bisa terus ditambahi ada anak yang nyaut"

(Catatan lapangan nomor 01)

Furthermore, the teacher also added that the student's participation could also be seen at the discussion time conducted in the class.

".....misal siswa di buat aktif..misal dibuat berkelompok untuk berdiskusi...jadi anak sendiri yang menciptakan kreatifitas. Tapi misal anak ada kesulitan, baru gurunya turun...jadi siswa itu ya senangnya ya gitu...misal dalam speaking... tapi kan dalam speaking itu cuma anak- anak tertentu saja...yang bisa dan aktif itu ya anak- anak tertentu to? Anak kelas yang pintar...ya dia aktif...misalnya anak- anak VIII C dan VIII F. Nanti gurunya ngomong...dia kadang nyaut...tapi nek kelas yang biasa yo dia hanya anak- anak tertentu juga...yang aktif lah maksudnya..."

(Catatan lapangan nomor 01)

In line with that opinion, the students also gave the same impression dealing with the teacher's opinion in the previous section as follows:

P : Bagaimana tanggapan Adik tentang pengajaran Bahasa Inggris yang diterapkan sekarang ?

TR :Bapak dan Ibu guru lebih memberikan kesempatan kepada siswa untuk bisa kreatif dengan tidak mengandalkan dari materi yang di berikan saja...lebih interaktif dengan siswa...gitu

(Catatan lapangan nomor 05)

2) Students have a chance to make up the score through a remedial test

Since the school was regulated the “*Kriteria Ketuntasan Minimal*” (KKM), each subject matter approved including English subject matter, the students also enforced to pass the KKM of English subject matter. Furthermore, students who could not pass the examination should follow remedial test held by the teacher. In SMP N 1 Wedarijaksa, KKM or minimum scores criteria of English lesson is 6. 3. By doing the remedial examination, the students had chance to make up the score. While for some students might follow the enrichment. It was in line with the teacher’s statement as follows:

P :bagaimanakah mengenai sistem penilaian belajar siswa ?

HM : setelah mengadakan tes tertulis dalam pembelajaran di dalam kelas kan itu apa coopeartive learning pada saat itu siswa dianjurkan untuk diskusi kelompok. Di diskuisi kelompok itu guru melakukan penilaian, penilaian diskusi kelompok, kemudian setelah proses pembelajaran itu dilakukan evaluasi akhir pelajaran. Dilakukan penilaian secara tertulis, kemudian dari hasil penelitian itu apabila belum memenuhi KKM akan remidi, sedangkan yang sudah mencapai standar KKM dilakukan pengayaan.

(Catatan lapangan nomor 03)

3) The use of language laboratory in supporting teaching English is optimal

Since the students were encouraged to be active in the learning process, the use of language laboratory was helpful. The students became more active and creative in teaching and learning process. The teacher also increased the students' motivations to follow the English class. The interesting materials and methods in teaching and learning process also attracted students to be active. It was quite appropriate with the teacher's opinion in the following interview.

P : Apakah dalam proses pembelajaran memakai lab bahasa dapat mengaktifkan siswa?

DH : Iya, kalo di lab itu anak lebih efektif. siswa lebih tertarik. Tapi mungkin harus punya CD yang disesuaikan dengan materi. CD juga terbatas juga, kita harus memilah- milah misalnya kalo naratif texts kita yo sesuai dengan kelas delapan, karena itu kan disesuaikan dengan kelas delapan juga.

(Catatan lapangan nomor 01)

4) The teacher had a good preparation before teaching the students

Based on the teacher's interview in the previous explanation, it could be seen that she prepared herself before teaching. The syllabus made in the beginning of the semester was also completed by the additional materials based on teacher's need that was suited with students and school needs. At the beginning of the semester, some teachers who taught the same subject matter determined and discussed the components of the syllabuses which were suitable with the standard competency licensed by the central government. It included the standard

competency, learning indicators, materials, time allotment, and the sources of learning. After that, the result of the decision approved by the headmaster to be legalized:

P : Adakah persiapan khusus yang bapak lakukan sebelum mengajar?

DH : untuk yang di sini... sebelum masuk kami dari sekolah mengadakan pertemuan tentang MGMP lokal per mapel...kita bersama- sama membuat perencanaan itu, juga membuat alat- alat KKM mulai dari menghitung hari efektif dll sampai dengan penyusunan RPP nya.itu di selesaikan sebelum tahun ajaran baru di mulai..itu sudah dilakukan kemudian baru diketahui oleh kepala sekolah. (disetujui- red)

(Catatan lapangan nomor 02)

b. The Weaknesses

1) The time allotment limited in delivering materials which becomes the major problem for the teacher in implementing the KTSP.

Having a good perception related to the curriculum used was not enough for teaching preparation. Since the teacher faced the time allotment, which is limited in teaching, she had not finished presenting the teaching materials based on the concept of KTSP, especially in education calendar. Some teachers argued that when they were teaching, the teachers had to face that there were many teaching materials that should be taught appropriately in the schedule but the time allotment given was over from the schedule. This was harmony with the teacher's statement in the teacher's interview:

P : apakah guru sudah benar- benar menerapkan KTSP dalam pengajaran Bahasa Inggris?

PW : secara teorinya memang sudah... tapi akan terkendala waktu..jadi misal guru benar- benar mengajar dengan syarat- syarat yang seperti itu maka akan terpancang dengan materi yang banyak , waktu yang tersedia itu ya... jadi mungkin beberapa kali itu ya bisa terlaksana tapi ... suatu saat waktu sudah mepet dengan ulangan umum wah terus misal saya pakai cara ini materi saya tidak akan selesai..kenyataan nya begitu, tapi untuk mempraktekkan itu bisa...ya itu misal awal pelajaran itu kan guru tetap berusaha untuk melaksanakan apa- apa yang diperintahkan itu tapi ketika guru terbentur penyelesaian materi dengan waktu yang ada.. kadang – kadang itu terus kembali ...seperti apa yang selama ini sudah berjalan itu...apa yang terjadi dalam teaching and learning process itu...

(Catatan lapangan nomor 02)

2) Some teachers who did not follow the KTSP workshop mostly had the lack of understanding to the curriculum being used

KTSP had been implemented in SMP N 1 Wedarijaksa for two years before the school pioneered the bilingual class. Actually, some teachers did not understand the concept of this curriculum completely. It was in line with the vice of headmaster opinion during the interviews held in SMP N 1 Wedarijaksa as follows:

P :Bagaimana cara sekolah untuk menanamkan pemahaman tentang KTSP itu kepada masing- masing guru?

HM : sekolah mengadakan work-shop pada awal tahun pelajaran baru. Juga mendatangkan pengawas.

P :Apakah dengan sudah diadakannya workshop tersebut sudah efektif dapat membuat guru paham?

HM : ya... 80% paham...ya sebagian besar ya paham tentang KTSP. Dalam hal menentukan KKM itu kadang- kadang rekan- rekan kurang terstruktur menyelesaikan KKM.

(Catatan lapangan nomor 03).

P : apakah hambatan pendidik yang masih konvensional dalam melakukan pengajaran juga bisa termasuk di dalamnya?

PW : ya... kemungkinan ada seperti itu, kadang- kadang sudah cocok pakai yang metode ini, jadi kadang pake metode yang sudah ada saja. Jadi artinya kami serahkan kembali ke masing- masing guru juga tergantung mapel nya juga, misal mapel yang ini enaknya pake yang mana ...? Saya yakin itu itu tergantung bentuk spesifikasi dari mapel tertentu untuk menggunakan metode tertentu juga. Saya yakin kita bisa melihat yang paling tepat yang mana... seperti IPA kan untuk diterapkan KBK itu bagus karena di sana banyak semacam eksperimen- eksperimen sehingga baik itu .

(Catatan lapangan nomor 02)

Dealing with the use of KTSP as the recent curriculum applied in the school, there were some teachers who had no chance to follow the KTSP workshop. It was also affected on the teacher's lack understanding of the curriculum recently used. According to the writer's interview with the teachers, the teachers who never followed the workshop still had some lack of understanding about the concept of KTSP because they just did what was stated on the concept or the rule of KTSP without fully comprehended the curriculum used. Some teachers argued that they still had some lack of understanding with the curriculum used in the school. It could be seen from the teacher's interview:

P : Apakah hambatan dalam penerapan KTSP itu mengingat KTSP merupakan salah model pengembanagan kurikulum yang baru?

PW : hambatan yang langsung menuju ke para guru- guru.. ya... penataran kadang- kadang belum merata...jadi temen- temen guru ada yang menyampaikan seperti ini... pak , mbok kalau ada penataran itu ya ... tidak subjektif untuk mapel- mapel tertentu... kesannya selama ini kan hanya untuk mapel – mapel tertentu...untuk mapel yang lain apakah juga ndak perlu gitu loh... guru juga nanti dituntut untuk menggunakan metode- metode itu kan... kan masih banayak juga pendapat guru yang masih belum pernah di undang untuk mengikuti penataran KTSP itu sendiri, jadi malah kadang –kadang yang berangkat itu ya malah , misalnya itu staff wakil kepala atu misalnya perwakilan dsari OSIS... atau para orang- rang yang selama ini sudah sering mengikuti penataran..jadi misal dengan yang lain kan itu seperti ada kecemburuuan juga kan..jadi akan itu benar-benar dibutuhkan semua guru . jadi misalnya pembelajarn itu kadang- kadang mereka agak ketinggalan. Yang sudah saya temui kemarin, ada perangkat pembelajaran yakni metode baru, tapi yang baru itu apakah sudah pernah mendapat yang di Semarang atukah yang ada di Pati... yang akan model baru atau model lama itu dapat... , kemarin itu seperti itu seperti yang sudah- sudah ..yakni pemeratan dari penataran...sudah....

Apakah sekolah sudah merata dalam menunjuk itu ditujukan dari atas, itu yang kadang- kadang membuat saya bingung. Mencari siapa yang berhak untuk mengikuti atau diberi jatah untuk mengikuti penataran. Teman- banyak teman yang ketinggalan dengan hal- hal yang baru.

(Catatan lapangan nomor 02)

3) The existence of KTSP does not fit with to the final examination

Based on the interview with the vice principle and the English teacher who is also a member of the curriculum division stated that the existence of the final national examination do not match with the existence of KTSP. It was closely related to the teacher's focus in the teaching and learning process which was split into two focuses, the teaching the materials which is as the instrument of national examination and in the other side, they were enforced to teach the materials to fulfill the graduate competency standard licensed.

P :Bagaimana tanggapan bapak tentang KTSP?

HM :menurut saya KTSP itu bagus, tapi itu loh guru bisa mengembangkan sendiri materi ajar, cuma sayangnya dengan adanya ujian nasional guru juga berfikir untuk mengembangkan lebih dari KKM karena guru akan berkonsentrasi pada materi ujian. Jadi misal CTL atupun konsep belajar di luar kelas pun sebenarnya kepentok lagi. Jaga guru benar –benar terkonsentrasi untuk menjaring ujian nasional jadi guru kembali melakukan pembelajaran di dalam kelas untuk mengejar nilai ujian nasional.

(Catatan lapangan nomor 03)

4) The student's communicative skill in English lesson is still low because of the stressing of the students grammar understanding.

Since the materials was emphasized on the written form, the teacher DH concerned more to the teaching of the students' grammar understanding. According to the teacher, she still concerned more on the written test as stated by the English teacher as follows:

P :apakah dalam pengajaran bahasa Inggris itu lebih cenderung ke grammar atau communicative skills?

DH) : ya banyak yang lebih ke grammar ya...soalnya kalo anak di suruh speaking anak susah banget. Kan misal ujian lebih banyak ke reading itu. Kan itu lebih banyak yang grammar dan itu lebih ke written test kan.

(Catatan lapangan nomor 03)

B. Discussion

In research findings, some theories concerning with the implementation of KTSP had been discussed by the writer. Those theories were discussed as the result of data analysis. The writer tried to discuss the result of data analysis with the other relevant data in order to justify the research findings.

Firstly, the writer found that the teacher had a good perception about the curriculum used – that is KTSP. In the beginning of the semester, the teacher was required to make a lesson plan based on the available syllabuses. She made it from the first meeting up to the last meeting in a semester. The lesson plan made consisted of learning goals, the materials, teaching methods, learning sources and evaluation system. As stated in Mulyasa (2007), teaching preparation included the syllabuses and the lesson plan that covered some components such as learning goals, teaching materials, teaching methods, learning sources and evaluation system. This perception was appropriate with KTSP implementation that the teacher had to make the teaching preparation before conducting teaching learning process.

Related to the teaching and learning activities, the teacher had done well the step of the teaching. Before teaching, she sometimes reviewed the last material before continuing the next material. Before entering the new material, the teacher asked students questions related to the topic to make the students actively involved to the learning process. It meant that the teacher tried to connect the student's knowledge related to the material taught or building knowledge of field (BKOF). Then the teacher continued the next material as the next step of teaching including the modeling and the joint construction and the independent construction. According Depdiknas (2004: 7), in achieving communicative competence, the teacher was suggested to follow some steps of teaching namely the building of field (BKOF), modeling, joint construction and independent construction. Although she did not state those steps explicitly.

Secondly, dealing with the teacher's role in learning process, the activities done by the teacher were appropriate with what was stated in KTSP. It could be seen from the observation and the teacher's interview that a teacher was a motivator, a guide and a facilitator in which those depended on the method applied and the condition of the students. The teacher tried to grow the student's motivation in learning process by enforcing the students to do the work well. Then the teacher acted as a guide and a facilitator while they were conducting the learning process through the class discussion to make the students involved actively. The teacher took a position as the central or observer, to correct the class

discussion if there were mistakes or some misconception of students' understanding when the teacher delivered the materials to the students.

As stated by Nana Syaodih Sukmadinata (1999), the teacher's roles related to the curriculum used was that the teacher was a person who had responsibility to plan, implement and evaluate the curriculum for his classes and accommodates it for students needs and local needs. These steps included the process of translating, transforming and interpreting to the curriculum licensed by the government. As the teacher was the person who was the central part in teaching learning process, she or he was the person who was involved directly with the students.

Thirdly, dealing with the student's roles, based on the observation and the interview, the students knew about their roles as a subject of teaching learning process. The students had to transfer what they have learnt to their mind for accepting the new knowledge of information. The students involved actively in teaching learning process in class. It could be seen that the students' ability in answering the teacher's questions, their enthusiasm and their attention in joining the English class. For example, they also had no doubt to ask directly to the teacher or ask the other friends who had understood. On the other hand, they were being creative when they had to do the work well or the assignment given by the teacher. It could be concluded that the students were the subject of teaching learning process although some of them were passive in class. In general, however, most of the students in the class were active rather than passive.

Fourthly, the evaluation that had been done by the teacher was appropriate with the evaluation of KTSP. Generally, the teacher did two kinds of evaluation, namely, in written form and in the spoken form. Those also covered three domains of evaluation that are, cognitive, affective and psychomotor. In the written form that also covered the cognitive form, it could be taken from the daily test, mid tem test, final test, writing assignments, and students portfolios', etc. While in spoken form, it could be taken from storytelling in front of class, interviews in pairs etc. Beside cognitive aspects, the affective and psychomotor also could be seen from the students' performance in joining the teaching learning process including theirs enthusiasm, their activeness and their presence in joining the English class. It was harmony with the Mulyasa (2006) which stated that there were some evaluation dealing with the students' competence namely, class-based evaluation, basic-competence test, school-based evaluation, benchmarking, program evaluation, portfolio assessment, etc.

When the students could not pass the examination, they enforced to follow the remedial test in order to make up the score. Here, the nature of remedial test was giving a chance to students to make up their score who had not obtained 6.3, the KKM score approved by the school for English subject matter. The teacher was suggested to make remedial test. She just asked the students to rework the assignment that was used for daily test or mid term test or final examination test. While for the students who had passed the KKM, they should follow the enrichment.

Fifthly, the materials were varying based on the school and student needs. In delivering the materials, the teacher enriched herself by some materials taken from many sources in order to enrich her while teaching students. Here the teacher used LKS as the major guided book and completed by the guided book published by the BSE entitled “Let’s Talk’. The teachers also took another book in order to add and enrich the teaching materials for the students. The teacher also used the book from another publisher such as *Erlangga* and *Yudistira*, etc.

Beside the printed materials, the teacher also completed the teaching learning process by using the recorded material such as cassette and CD related to the relevant materials being taught. Dealing with this, the use of language laboratory was optimal enough. The teacher also became creative in selecting the materials. Those matched with the learning resources that are defined as the information that was presented and stored in a variety of media and formats, which assists students learning as defined by provincial or local curricula. *This includes but is not limited to, materials in print, video, and software formats, as well as combinations of these format intended for use by teachers and students.* (<http://www.bced.gov.bc.ca/irp/appskill/asleares.htm> January 28, 1999)

At the seventh points, the teaching learning activity happened between the teacher and the students was quite interactive. Based on the writer’s interview and observation, the communication happened while conducting the teaching learning process was quite appropriate. It could be seen from the teacher and the students who had done their each role well. The students became the active doer

of the teaching learning process while the teacher acted as the facilitator, guide and motivator based on what method applied in teaching class.

Furthermore, the implementation of KTSP in SMP N 1 Wedarijaksa Pati actually had the strengths and the weaknesses. The strengths are, (1) the students became more active and critical, (2) students had a chance to make up the score through a remedial test, (3) the use of language laboratory in supporting teaching English was optimal, (4) teacher had a good preparation before teaching the students.

Beside the strength, there were also some weaknesses of implementation of KTSP in Teaching English in SMP 1 Wedarijaksa Pati , that are (1) the time allotment limited in delivering materials still became the major problem for the teacher while implementing the KTSP, (2) some teacher who did not follow the KTSP workshop mostly had the lack of understanding to the curriculum being used, (3) the existence of KTSP did not fit with to the final examination, (4) the student's communicative skill in English lesson was still low because of the stressing of the students grammar understanding.

CHAPTER V

CONCLUSION AND RECOMMENDATION

A. Conclusion

According to the research findings and the discussion in the previous chapter, which is about the implementation of KTSP in teaching English in the second grade of SMP N 1 Wedarijaksa Pati, the writer comes to the conclusions of the research.

In general, the implementation of KTSP in teaching English at the second grade of SMP N 1 Wedarijaksa Pati was well conducted. It could be seen from the teaching learning process which was viewed from the teaching and learning activity occurred, classroom interaction in English class, the teacher's role, student's role. Furthermore, the appropriateness the KTSP implementation in SMP N 1 Wedarijaksa Pati could also be seen from the teaching material used and the system evaluation in the school used.

In general, the teachers had a good perception about KTSP in teaching English. Furthermore, someone's perception was influenced by his or her behavior. Related to this case, the teacher had a good perception of KTSP, so that she could implement the concept well when she conducted the teaching learning process. It also directly influenced the classroom interaction, which occurred

between the teacher and the students in class, the method used in teaching, and the teaching material used etc.

During teaching-learning activities, the teacher had done her role as well as she could. The teacher tried to develop to the curriculum especially in composing syllabus and lesson plan. The teacher's role was as a motivator. She tried to create conducive climate in teaching learning activities so that the students could participate more actively in teaching learning process, for example asking the students more active in asking and answering the teachers' questions. Besides that, the teacher also became a motivator and a facilitator. It could be seen from the class discussions that the teacher corrected the student's performances and gave the correct explanation if there was misunderstanding or misconception related to the material being taught in teaching learning activity. Those teacher's roles were based on the methods applied in the class, those were selected based on the material being taught and the student's acquisition. It was appropriate with the Mulyasa opinions that the use of various methods and approaches in teaching was useful for creating the conducive atmosphere and joyful learning.

Based on the interview and the observation taken, the students became the subject of teaching learning process. It could be seen that they actively involved in asking and answering teacher's questions, reading aloud, working in pairs, doing the independent assignment from the teacher etc. Although there were some passive students. Nevertheless, the teacher also motivated them to be more active, for example by asking and giving the students who lack of English fluency the extra treatment for them, etc.

Furthermore, the evaluation system used in the school was appropriate with the concept of KTSP. The teacher took the weekly test, the mid-term test, final test which also covered the cognitive aspects of evaluation. While the affective and psychomotor aspects of evaluation were seen from the students' enthusiasm and the students' right attitude in joining English class, for example in the students' activeness when they answered the teacher's questions and it could be seen from the student's presence.

During delivering the material, the teacher took the teaching materials from many sources of learning. It could be printed materials and the recorded materials. While in printed materials, the teacher used some books namely the guided book from BSE entitled 'Let's Talk', LKS and other references which were chosen based on the teachers' enrichment sources. Besides that, the teacher also completed the teaching material using relevant cassette and CD which were played in language laboratory.

From the explanation above, there were some strengths and the weaknesses of implementing KTSP in teaching English in SMP N 1 Wedarijaksa Pati. The strengths are, (1) students became more active and critical, (2) the students had chance to make up the score, (3) the use of language laboratory in supporting teaching English was optimal, (4) the teacher had a good preparation before teaching the students

Based on the interview and the observation taken, there were also some weaknesses of implementation of KTSP in Teaching English in SMP 1

Wedarijaksa Pati, namely (1) the time allotment limited in delivering material which became the major problem for the teacher when implementing the KTSP, (2) some teachers who had not yet the chances to follow the KTSP workshop had lack understanding to the curriculum being used (3) the existence of KTSP did not fit with to the final examination (4) the student's communicative skill in English lesson was still low because of the stressing on the students grammar understanding

B. Suggestions

After analyzing the data and making conclusions, the writer has some suggestions to the school, the students and the teacher in order that the implementation of KTSP in teaching English in SMP N 1 Wedarijaksa Pati keeps on betterment. Those suggestions can be described as follows:

1. to the school
 - a. The school should accommodate the teachers' need in understanding the curriculum being used— that is KTSP. The school should provide more workshops and seminars to improve teachers' understanding related to the curriculum applied.
 - b. The school should encourage teachers' improvement for better teaching. They are required to be more active to talk, to give arguments, opinion in order to make improvement to the school. This improvement can be accommodated when the teacher took meeting weekly in order to evaluate whether teaching learning process is well conducted or when they share all teaching problems faced.

2. to the teacher

- a. The teacher should enrich herself or himself with various types of learning sources. It may also include the insertion of Pati's culture such as Babad Pati, the legend of Sendang Sani, etc; therefore this enrichment is appropriate with the KTSP concept, which needs to insert the region culture and the student's acquisition.
- b. The teacher should improve their creativity in delivering material using various methods and approaches especially in teaching English in order to motivate the students to be actively involved in teaching learning process.

3. to the students

- a. Students should be more active in teaching learning process. In this case, the students as the subject of teaching learning activities should realize that learning English covers either communicative skills or grammar mastery. Those components should be propositionally learnt by the students.
- b. The students should not be afraid in trying to communicate in English, which results in trial and error. Those activities are quite common during learning process.
- c. The students should realize that learning English is enjoyable and fun.

They also should consider the importance of learning English in facing the global era.

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